

Mitchell Elementary

2 Perry Street
Charleston, SC 29403

| | | |
|-----------------------|------------------------------|--------------|
| Grades | PK-6 Elementary School | |
| Enrollment | 290 Students | |
| Principal | Anne E. DiCenzo | 843-724-7262 |
| Superintendent | Dr. Maria L. Goodloe-Johnson | 843-937-6319 |
| Board Chair | Ms. Nancy Cook | 873-760-2635 |

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

| Excellent | Good | Average | Below Average | Unsatisfactory |
|-----------|------|---------|---------------|----------------|
| 1 | 7 | 11 | 46 | 32 |

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 10 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

| | Absolute Rating | Improvement Rating | Adequate Yearly Progress |
|-------------|------------------------|---------------------------|---------------------------------|
| 2003 | Below Average | Unsatisfactory | No |
| 2004 | Below Average | Average | Yes |
| 2005 | Below Average | Unsatisfactory | No |
| 2006 | Below Average | Unsatisfactory | No |

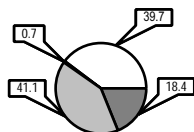
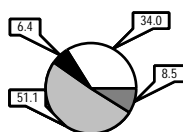
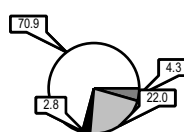
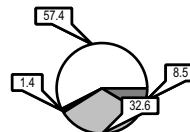
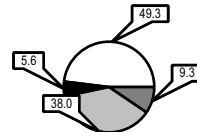
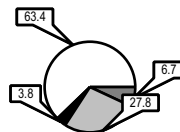
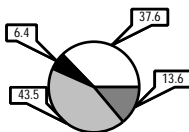
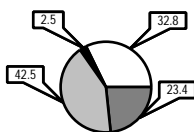
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

94.4%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

| | | |
|--|--------------------|---|
| | Advanced | Very high score; very well prepared to work at next grade level; exceeded expectations |
| | Proficient | Well prepared to work at next grade level; met expectations |
| | Basic | Met standards; minimally prepared, can go to next grade level |
| | Below Basic | Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

| | Enrollment 1 st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and Advanced (adj.) | Performance Objective Met | Participation Objective Met |
|--|--|----------|---------------|---------|--------------|------------|-------------------------------------|------------------------------|--------------------------------|
| English/Language Arts – State Performance Objective = 38.2% | | | | | | | | | |
| All Students | 152 | 100.0 | 39.7 | 41.1 | 18.4 | 0.7 | 26.2 | No | Yes |
| Gender | | | | | | | | | |
| Male | 89 | 100.0 | 50.6 | 39.5 | 9.9 | 0.0 | 17.3 | N/A | N/A |
| Female | 63 | 100.0 | 25.0 | 43.3 | 30.0 | 1.7 | 38.3 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | |
| White | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| African American | 151 | 100.0 | 39.3 | 41.4 | 18.6 | 0.7 | 26.4 | No | Yes |
| Asian/Pacific Islander | 1 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Hispanic | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Disability Status | | | | | | | | | |
| Not Disabled | 128 | 100.0 | 34.7 | 43.0 | 21.5 | 0.8 | 30.6 | N/A | N/A |
| Disabled | 24 | 100.0 | 70.0 | 30.0 | 0.0 | 0.0 | 0.0 | I/S | I/S |
| Migrant Status | | | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Migrant | 152 | 100.0 | 39.7 | 41.1 | 18.4 | 0.7 | 26.2 | N/A | N/A |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Non-Limited English Proficient | 152 | 100.0 | 39.7 | 41.1 | 18.4 | 0.7 | 26.2 | N/A | N/A |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 140 | 100.0 | 39.5 | 41.9 | 17.8 | 0.8 | 25.6 | No | Yes |
| Full-pay meals | 12 | 100.0 | 41.7 | 33.3 | 25.0 | 0.0 | 33.3 | N/A | N/A |

| | | | | | | | | | |
|--|-----|-------|------|------|------|------|------|-----|-----|
| Mathematics – State Performance Objective = 36.7% | | | | | | | | | |
| All Students | 152 | 100.0 | 34.0 | 51.1 | 8.5 | 6.4 | 30.5 | Yes | Yes |
| Gender | | | | | | | | | |
| Male | 89 | 100.0 | 44.4 | 45.7 | 6.2 | 3.7 | 23.5 | N/A | N/A |
| Female | 63 | 100.0 | 20.0 | 58.3 | 11.7 | 10.0 | 40.0 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | |
| White | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| African American | 151 | 100.0 | 33.6 | 51.4 | 8.6 | 6.4 | 30.7 | Yes | Yes |
| Asian/Pacific Islander | 1 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Hispanic | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Disability Status | | | | | | | | | |
| Not Disabled | 128 | 100.0 | 28.1 | 55.4 | 9.1 | 7.4 | 33.1 | N/A | N/A |
| Disabled | 24 | 100.0 | 70.0 | 25.0 | 5.0 | 0.0 | 15.0 | I/S | I/S |
| Migrant Status | | | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Migrant | 152 | 100.0 | 34.0 | 51.1 | 8.5 | 6.4 | 30.5 | N/A | N/A |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Non-Limited English Proficient | 152 | 100.0 | 34.0 | 51.1 | 8.5 | 6.4 | 30.5 | N/A | N/A |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 140 | 100.0 | 34.9 | 51.2 | 7.0 | 7.0 | 28.7 | Yes | Yes |
| Full-pay meals | 12 | 100.0 | 25.0 | 50.0 | 25.0 | 0.0 | 50.0 | N/A | N/A |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

| | <i>Enrollment 1st Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and Advanced</i> |
|--------------------------------|---|-----------------|----------------------|----------------|---------------------|-------------------|--------------------------------------|
| Science | | | | | | | |
| All Students | 152 | 100.0 | 70.9 | 22.0 | 4.3 | 2.8 | 7.1 |
| Gender | | | | | | | |
| Male | 89 | 100.0 | 79.0 | 13.6 | 4.9 | 2.5 | 7.4 |
| Female | 63 | 100.0 | 60.0 | 33.3 | 3.3 | 3.3 | 6.7 |
| Racial/Ethnic Group | | | | | | | |
| White | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| African American | 151 | 100.0 | 70.7 | 22.1 | 4.3 | 2.9 | 7.1 |
| Asian/Pacific Islander | 1 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| Hispanic | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Disability Status | | | | | | | |
| Not Disabled | 128 | 100.0 | 66.9 | 25.6 | 4.1 | 3.3 | 7.4 |
| Disabled | 24 | 100.0 | 95.0 | 0.0 | 5.0 | 0.0 | 5.0 |
| Migrant Status | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Migrant | 152 | 100.0 | 70.9 | 22.0 | 4.3 | 2.8 | 7.1 |
| English Proficiency | | | | | | | |
| Limited English Proficient | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Limited English Proficient | 152 | 100.0 | 70.9 | 22.0 | 4.3 | 2.8 | 7.1 |
| Socio-Economic Status | | | | | | | |
| Subsidized meals | 140 | 100.0 | 71.3 | 21.7 | 3.9 | 3.1 | 7.0 |
| Full-pay meals | 12 | 100.0 | 66.7 | 25.0 | 8.3 | 0.0 | 8.3 |

| | | | | | | | |
|--------------------------------|-----|-------|------|------|------|-----|------|
| Social Studies | | | | | | | |
| All Students | 152 | 100.0 | 57.4 | 32.6 | 8.5 | 1.4 | 9.9 |
| Gender | | | | | | | |
| Male | 89 | 100.0 | 66.7 | 27.2 | 4.9 | 1.2 | 6.2 |
| Female | 63 | 100.0 | 45.0 | 40.0 | 13.3 | 1.7 | 15.0 |
| Racial/Ethnic Group | | | | | | | |
| White | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| African American | 151 | 100.0 | 57.1 | 32.9 | 8.6 | 1.4 | 10.0 |
| Asian/Pacific Islander | 1 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| Hispanic | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Disability Status | | | | | | | |
| Not Disabled | 128 | 100.0 | 52.9 | 36.4 | 9.1 | 1.7 | 10.7 |
| Disabled | 24 | 100.0 | 85.0 | 10.0 | 5.0 | 0.0 | 5.0 |
| Migrant Status | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Migrant | 152 | 100.0 | 57.4 | 32.6 | 8.5 | 1.4 | 9.9 |
| English Proficiency | | | | | | | |
| Limited English Proficient | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Limited English Proficient | 152 | 100.0 | 57.4 | 32.6 | 8.5 | 1.4 | 9.9 |
| Socio-Economic Status | | | | | | | |
| Subsidized meals | 140 | 100.0 | 56.6 | 34.1 | 8.5 | 0.8 | 9.3 |
| Full-pay meals | 12 | 100.0 | 66.7 | 16.7 | 8.3 | 8.3 | 16.7 |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

| | Grade | Enrollment 1 st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and Advanced |
|------------------------------|-------|--|----------|---------------|---------|--------------|------------|------------------------------|
| English/Language Arts | | | | | | | | |
| 2005 | 3 | 28 | 100.0 | 7.7 | 42.3 | 50.0 | 0.0 | 50.0 |
| | 4 | 39 | 100.0 | 39.5 | 55.3 | 5.3 | 0.0 | 5.3 |
| | 5 | 45 | 100.0 | 51.2 | 44.2 | 4.7 | 0.0 | 4.7 |
| | 6 | 48 | 100.0 | 54.5 | 31.8 | 11.4 | 2.3 | 13.6 |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2006 | 3 | 35 | 100.0 | 2.9 | 50.0 | 44.1 | 2.9 | 47.1 |
| | 4 | 30 | 100.0 | 48.3 | 34.5 | 17.2 | 0.0 | 17.2 |
| | 5 | 38 | 100.0 | 44.1 | 47.1 | 8.8 | 0.0 | 8.8 |
| | 6 | 49 | 100.0 | 59.1 | 34.1 | 6.8 | 0.0 | 6.8 |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Mathematics | | | | | | | | |
| 2005 | 3 | 28 | 100.0 | 3.8 | 53.8 | 34.6 | 7.7 | 42.3 |
| | 4 | 39 | 100.0 | 39.5 | 44.7 | 13.2 | 2.6 | 15.8 |
| | 5 | 45 | 100.0 | 32.6 | 58.1 | 7.0 | 2.3 | 9.3 |
| | 6 | 48 | 100.0 | 22.7 | 61.4 | 15.9 | 0.0 | 15.9 |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2006 | 3 | 35 | 100.0 | 2.9 | 47.1 | 26.5 | 23.5 | 50.0 |
| | 4 | 30 | 100.0 | 41.4 | 51.7 | 3.4 | 3.4 | 6.9 |
| | 5 | 38 | 100.0 | 50.0 | 47.1 | 2.9 | 0.0 | 2.9 |
| | 6 | 49 | 100.0 | 40.9 | 56.8 | 2.3 | 0.0 | 2.3 |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Science | | | | | | | | |
| 2005 | 3 | 28 | 100.0 | 26.9 | 50.0 | 23.1 | 0.0 | 23.1 |
| | 4 | 39 | 100.0 | 76.3 | 23.7 | 0.0 | 0.0 | 0.0 |
| | 5 | 45 | 100.0 | 81.4 | 14.0 | 4.7 | 0.0 | 4.7 |
| | 6 | 48 | 100.0 | 86.4 | 11.4 | 2.3 | 0.0 | 2.3 |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2006 | 3 | 35 | 100.0 | 29.4 | 47.1 | 14.7 | 8.8 | 23.5 |
| | 4 | 30 | 100.0 | 86.2 | 10.3 | 0.0 | 3.4 | 3.4 |
| | 5 | 38 | 100.0 | 79.4 | 17.6 | 2.9 | 0.0 | 2.9 |
| | 6 | 49 | 100.0 | 86.4 | 13.6 | 0.0 | 0.0 | 0.0 |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Social Studies | | | | | | | | |
| 2005 | 3 | 28 | 100.0 | 11.5 | 61.5 | 7.7 | 19.2 | 26.9 |
| | 4 | 39 | 100.0 | 60.5 | 36.8 | 2.6 | 0.0 | 2.6 |
| | 5 | 45 | 100.0 | 60.5 | 34.9 | 4.7 | 0.0 | 4.7 |
| | 6 | 48 | 100.0 | 70.5 | 27.3 | 2.3 | 0.0 | 2.3 |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2006 | 3 | 35 | 100.0 | 14.7 | 47.1 | 32.4 | 5.9 | 38.2 |
| | 4 | 30 | 100.0 | 75.9 | 20.7 | 3.4 | 0.0 | 3.4 |
| | 5 | 38 | 100.0 | 70.6 | 29.4 | 0.0 | 0.0 | 0.0 |
| | 6 | 49 | 100.0 | 68.2 | 31.8 | 0.0 | 0.0 | 0.0 |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

| | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|---|-------------------|------------------------------|---|---------------------------------|
| Students (n= 290) | | | | |
| First graders who attended full-day kindergarten | 100.0% | No change | 100.0% | 100.0% |
| Retention rate | 3.4% | Down from 3.6% | 4.0% | 2.8% |
| Attendance rate | 95.2% | Down from 95.6% | 96.3% | 96.4% |
| Students with disabilities other than speech taking PACT (ELA) off grade level | 0.0% | No change | 0.2% | 0.0% |
| Students with disabilities other than speech taking PACT (Math) off grade level | 0.0% | No change | 0.2% | 0.0% |
| Eligible for gifted and talented | 3.2% | Up from 3.1% | 3.2% | 10.4% |
| On academic plans | 58.6% | N/AV | 49.2% | 33.6% |
| On academic probation | 7.1% | N/AV | 3.8% | 1.0% |
| With disabilities other than speech | 7.5% | Up from 5.4% | 7.2% | 7.5% |
| Older than usual for grade | 1.9% | Up from 0.4% | 1.5% | 0.8% |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses | 0.0% | No change | 0.0% | 0.0% |
| Teachers (n= 25) | | | | |
| Teachers with advanced degrees | 44.0% | Up from 37.5% | 51.7% | 53.8% |
| Continuing contract teachers | N/AV | | N/AV | N/AV |
| Classes not taught by highly qualified teachers | 2.9% | N/A | 4.8% | 2.4% |
| Teachers with emergency or provisional certificates | 0.0% | No change | 3.2% | 0.0% |
| Teachers returning from previous year | 82.5% | Up from 73.7% | 82.5% | 87.3% |
| Teacher attendance rate | 94.9% | Down from 96.4% | 94.6% | 94.9% |
| Average teacher salary | \$41,540 | Up 2.9% | \$41,280 | \$42,485 |
| Prof. development days/teacher | 22.3 days | Up from 18.1 days | 15.3 days | 13.3 days |
| School | | | | |
| Principal's years at school | 6.0 | Up from 5.0 | 4.0 | 4.0 |
| Student-teacher ratio in core subjects | 10.4 to 1 | Down from 16.5 to 1 | 16.2 to 1 | 18.6 to 1 |
| Prime instructional time | 87.7% | Down from 89.3% | 88.3% | 89.7% |
| Dollars spent per pupil* | \$8,441 | Up 13.8% | \$8,130 | \$6,557 |
| Percent of expenditures for teacher salaries* | 49.0% | Down from 64.4% | 57.7% | 64.0% |
| Percent of expenditures for instruction* | 65.9% | | 68.0% | 69.1% |
| Opportunities in the arts | Good | No change | Good | Good |
| Parents attending conferences | 99.0% | No change | 99.0% | 99.0% |
| SACS accreditation | No | No change | Yes | Yes |
| Character development | Excellent | No change | Good | Excellent |

* Prior year audited financial data are reported.

| | Our District | State |
|---|------------------------|----------------------------|
| Classes in low poverty schools not taught by highly qualified teachers | 10.7% | 6.2% |
| Classes in high poverty schools not taught by highly qualified teachers | 10.5% | 10.2% |
| | State Objective | Met State Objective |
| Classes not taught by highly qualified teachers in this school | 0.0% | No |
| Student attendance in this school | 94.0%* | Yes |

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

It is with pleasure that the administration and staff at Mitchell Elementary School provides its annual report to the community. We are proud of the number of exemplary programs and initiatives implemented and the continuous improvement in academics, student behavior, parental involvement, and community participation, striving to make Mitchell Elementary School a School of Excellence. We are dedicated to providing a safe and nurturing environment where students can reach their educational potential and become productive citizens.

We are making progress in raising our academic achievement by using instructional techniques that are best practices, involving children and parents in the learning process, and providing staff development that is meaningful in enhancing the school's growth. As a school we are committed to providing a meaningful experience for all students and ensuring that learning is an ongoing process for all.

Our challenges are improving our PACT scores and increasing parental involvement. We are working on finding ways to have parents be supportive and take an active role in their child's education. We implemented the Reading First Program, allowing us to meet the diversity of our students' needs. Administration, staff, PTA, School Improvement Council, and business organizations work together and strive to involve all parents in reaching our vision for the school. We can accomplish all goals when staff, parents, students, and the community work together as partners.

Anne E. DiCenzo, Principal

David Wingard, School Improvement Council Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 26 | 48 | 35 |
| Percent satisfied with learning environment | 96.2% | 91.1% | 79.4% |
| Percent satisfied with social and physical environment | 75.0% | 89.4% | 76.5% |
| Percent satisfied with school-home relations | 32.0% | 89.4% | 73.5% |

*Only students at the highest elementary school grade level at this school and their parents were included.